THE JOURNAL OF EDUCATION

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WORLD-AT-OUR-DOORS NUMBER

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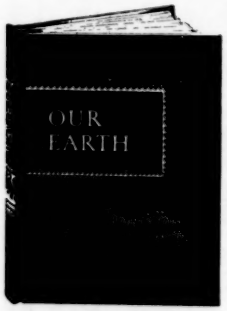

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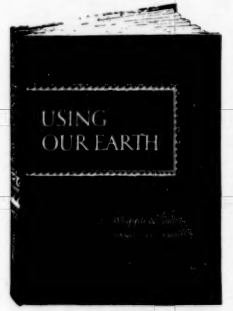

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as we go to press . . .

A word about our cover? We like colors as well as anybody—and we realize that having a different color from month to month helps you to know at a glance whether the copy you pick up is the one you want. There is, however, such a thing as inflation. We are trying in our modest way to hold our costs down for our patrons' sakes as well as our own. But maybe we should avoid explaining. We have heard from a number of readers who think the September cover was unusually attractive. This month's appearance is similar. Only the date, the titles, and everything beyond are fresh, new and different as you might expect. It all shapes up into a World at Our Doors Number, and we have dubbed it that.

While by far the greater number of our subscribers live in the United States, we have also a significant scattering of readers around the world. We have been intending for some time to send a special greeting to these far-away friends. So this is it.

Whether this copy has come to you personally or has been picked up in the library of some school or university or at some information center maintained by an army of occupation—wherever you are in Canadian or Latin America, the Philippines, Japan or China, South Africa, Great Britain, Continental Western Europe, the Soviet Union, newly independent India or some place in between, we want you to feel that the Journal never wholly forgets or neglects you when selecting its material. We assume, that you in Manila, Madras, Mukden or Moscow look to us for a true mirror of today's education in the United States. We assume you will welcome the news of the ever-changing thought and action through which educational people here seek to improve their performance. We assume you will wish us to capture and convey to you something of the very spirit and essence of our educational system and our other democratic institutions. We can bring you only quick glimpses and brief examples, but we can strive to have them representative and faithful, as indeed we do.

If any of these things you distant friends expect of us detracted from the value of the Journal to Americans from Boston to San Diego and from Seattle to Key West, it would make us rather sad. But apparently it does not. So we can be very happy about our own particular world in all its oneness—the world of those whose duty and pleasure it is to spread knowledge, truth and mutual good will and understanding to the masses of mankind.

Your Textbook Reporter

How to Make Arithmetic Meaningful

The teaching of arithmetic has evolved to a point where even the best of old time instructors would have to admit they lacked some of the answers.

Today's procedures are more gradual. Number relationships are shown in terms of concrete symbols. Facts are perceived before they become objects of drill and repetition. Social situations are made or existing ones utilized to suggest problems, which then can be approached with curiosity and zeal. Today's teacher has ways of tracking down the imps that hinder comprehension or prevent accuracy. The whole affair is less artificial, less arbitrary, more obviously useful to a larger percentage of pupils. It is less for the gifted few than for the miscellaneous many.

All this and plenty more is revealed in *How to Make Arithmetic Meaningful,* apparently the first treatise on the teaching of arithmetic that has emerged in several years. The volume represents clear thinking. It is not up in the clouds but down to earth, intensely practical. It sets forth the underlying principles and shows how they are applied to class room conditions and to individual difficulties.

How To Make Arithmetic Meaningful, Brueckner and Grossnickle. The John C. Winston Company, Philadelphia. $4.00.

Play Therapy

The Age of Miracles comes around again. If you don't believe it, read *Play Therapy*. It will make you want to test the theory yourself—the theory that children affiliated with maladjustments can frequently be cured by admittance to a playroom in which a wise adult encourages them to be freely and completely themselves.

Tom enters the playroom. His mother has told him to go there for help in solving his problems. He denies having any problems. Of course there's his stepfather. Tom and he don't get along well. Again, Tom does manage to get into trouble with his schoolmates. But these are not problems. Left to himself with a set of puppets, Tom soon has his hero in an argument with his—the hero's —father. Tom works it off his chest; goes on with puppet dialogues; fashions new puppets; gives performances to smaller children, is allowed to pick six of his own age to assist in his show business. Tom's attitude at home and in school gradually changes. The troubles he liked to think he didn't have really dwindle.

Play Therapy furnishes not only a variety of case histories, but an orderly exposition of the principles underlying this manner of treatment. The author has a firm hold on the roots of some weeds that grow rapidly and become impossible of removal if too long neglected.

This book would be a bang on the head to the martinet-type teacher. Nothing could convince him or her that bad children have enough good in them to come out on top when subjected to non-directive but subtly limited play therapy. But who is there that refuses to read a book he can get a bang out of?

Play Therapy, Virginia M. Axline. Houghton-Mifflin Company, Boston. $3.50.

Discovering Our World

Few story books are so handsomely illustrated as these two science texts, *Discovering Our World*. They are designed for middle grades four and five, and are noteworthy for not airing all that the authors know, but only so much of it as a child of ten or eleven may be ready to absorb with satisfaction. How plants and animals grow; how they help and hinder one another; what we see in the sky at night; why we have night and day: such are the worldly matters of the first book. The second plunges a little deeper into the applications of science to changing things — principles of growth, of motion, of power. Simple machines and engines; transforming water power into electricity; combining molecules to produce other and different molecules—the boy or girl is admitted to a thousand secrets that pupils of earlier generations knew nothing about until they were well along in high school, even if they did then; for, of course, there have been new discoveries and there is a new effort at comprehensiveness, interrelation of facts, treating science as one big whole. Both these texts—"readers" if you prefer—appear to be carefully graded and certainly are attractive.

Discovering Our World, Books One and Two. Beauchamp, Williams, and Blough. Scott, Foresman and Company, Chicago. $1.48, $1.52.

Language Skills

If English composition had no value beyond those occasions when one must make a speech or write an essay, the majority of persons could wriggle through life without much of any training in that particular art. If, however, effectiveness in language can be seen to go hand in hand with clear thinking or can be shown to dispel mental fog, the study should take on a greater interest. *Language Skills,* 10, belongs to a set of high school texts that emphasize this relationship. Yet we judge a language text by its presentation of situations having realistic appeal to pupils, and by its use of these situations to drive home principles and develop essential skills, more than by any philosophy of the authors. By such criteria of presumed interest, of abundant drill and definite objectives for each day's effort, the book here now nervously awaiting this report seems to deserve a medal of some sort. Barely a trace of old, stiff rhetoric can be detected. On the other hand the thing does not ooze that false youthfulness so much despised by youth.

Grammar is remanded to the rear half of the book, as usual. We always wonder how much attention it receives. Be it ever so functional, it contains the same inadequate definitions, atoned for by plenty of practice material. This material, by the way, is close to everyday experience. By and large, this manual for grade ten ought to prove stimulating to its intended victims and lead them up the hill a bit without too much pain.

Language Skills, Grade 10, Chapman and Cauley. Harcourt, Brace and Company, New York. $1.72.

An Introduction to American Education

What it means to be a teacher; what one needs by way of equipment for the profession; what its monetary and other rewards are; and what should be the teacher's relations with everything and everybody—such are the matters discussed in the first part of *An Introduction to American Education* by John T. Wahlquist of the University of Utah.

Part 2 gives a history of education in the United States, starting in colonial times and extending through tomorrow, when, in the author's view, it is virtually inevitable that the federal government will give assistance to the less wealthy states in order to insure approximate equality of educational opportunities throughout the nation. By a detailed account of the nation's grants of land, the proceeds of land sales and specific subsidies, Dr. Wahlquist shows that there is abundant precedent for federal aid to education and that the bugaboo of federal control has not materialized.

The volume is surprisingly comprehensive without seeming formidable in size. It includes many graphs and tables and brings together into well organized shape a large amount of useful data. At the same time it is a readable book for the young person, inquiring into education as a life work, or for the citizen who would know more about his schools and what makes them tick.

AN INTRODUCTION TO AMERICAN EDUCATION, John T. Wahlquist. Ronald Press Company, New York. $3.25.

Supervision

"Read all about it!" cries the newsboy. If it is the art of supervising schools, teachers, pupils, curricula and all the rest of the educational process, you can all read all about it in *Supervision*, by Barry, Burton and Brueckner.

To be modern or in any degree successful, supervision must be democratic and cooperative, not superimposed, autocratic or condescending. But the book in hand, presumably the newest text in this field, wastes little time preaching tact or warning against mistakes. Instead it gives a comprehensive program of effective supervisory procedures. It recognizes the need for obectives based on many factors in the general setup. Pupils' interests, abilities and rates of learning have to be studied, curricula have to be developed, teaching aids have to be evaluated and supplied. The work of the supervisor seems limited only by the number of hours in a day. How to go about every conceivable hyperscopic task, even to testing what one's purposes are and how fully they have been attained, is set forth in this scholarly work. If half of its principles were to be followed, vast gains would occur in the give and take of education. Supervision, it transpires, is nine-tenths vision.

SUPERVISION, Bary, Burton and Brueckner. D. Appleton Century, New York. $5.00.

Plane Trigonometry

The proof of a trigonometry text is in the studying, and this *Plane Trigonometry* by E. B. Mode has been studied, in shorter form by many persons over a five-year period. The concepts of angles and their functions seem to be cleverly and logically presented. Graphs are given both by way of illustration and as a means to short-cut solutions. Examples are drawn from aviation and physics as well as from surveying and the other more traditional applications. The author stands up for four-place tables rather than five-place, and those provided in the appendix are carried to four places only. A good chapter on approximation and degrees of precision is included. The answer section omits every other item, leaving these to a special answer book available to teachers only. It looks to be a ship-shape, workable introduction to this branch of mathematics, with up-to-date applications and, best of all, a minimum of technical big talk requiring to be explained or circumvented by the instructor.

PLANE TRIGONOMETRY, E. B. Mode. Prentice Hall, New York. $2.40.

Science

A text in general science for junior high schools must cover a wide field, and to do this without superficiality is no easy chore. *Science* by Davis and Sharpe impresses your reporter as unusually successful in answering a multitude of questions with satisfying fulness. The secret seems to lie in a knack of stating basic principles clearly, avoiding complicated explanations which only bewilder the reader and leave him swamped in memorization.

The book is a revision, improved by important additions and more skillful presentation. Chemistry, physics, biology, astronomy, geology and climatology are all included, though not in airtight compartments. The method pursued is that of answering the questions a young adult wants answered as to his physical surroundings, near and far. Mechanisms and devices that the pupil sees or reads about are utilized as starting points for the unfolding of natural laws. The how and why of things—these get attention on every page. Half a thousand pictures illustrate the text and highlight its nineteen units.

SCIENCE, Davis and Sharpe. Henry Holt and Company, New York. $2.36.

Manuscript

Three little practice books for children learning to write bear the new familiar label, *Manuscript*. Who says the world has less and less freedom? —or less and less common sense? Modern penmanship as provided in these little manuals refutes such pessimism directly.

To learn to print before learning to write makes for greater legibility. The youngster meets one double alphabet of capitals and small letters, instead of two. But listen! The letters may be slanted a little or they may be vertical. And, when the time comes to join one's letters, not all of them need be joined, so long as the letters in a word are uniformly near together. There are other emancipations, too. The paper may be straight or tilted. Results are bound to vary under such a system. So much the better. What would a bank teller do if all his customers wrote alike? He could stand having their signatures decipherable. If he holds out long enough in his cage, he may have greater comfort.

MANUSCRIPT, I, II and III. Stone and Smalley. Charles Scribner's Sons, New York. $.48 each.

Editorials

Reservoir of Neighborliness

While political rivalries and vetoes hamper the efforts of the infant UN in learning to walk, to say nothing of its attempts to prevent wars and to control the explosive atom, there is encouragement in the reports of UN's non-political, non-military arm, UNESCO. The world's Educational, Scientific, and Cultural Organization has already mapped out an extensive and ambitious program for making one big international pool of scientific knowledge and good will. Everything seems to be included down to letting Eskimos visit archeological diggings in Egypt, if they care to do so.

Just to confine our observations for a moment to UNESCO'S plans for putting the blowtorch to iron curtains, we note that the organization intends to provide a general clearing house of information to flow through press, film and radio into all lands. UNESCO recognizes such practical scarcities as newsprint, type, teleprint machines, radio transmitters, receivers and trained broadcasting personnel; also the difficulties of distributing these. A's currency is unacceptable in B's country. UNESCO has recommendations, chief support of which will probably turn out to be Uncle Sam's treasury. All we wish to say on this point is that Uncle Sam could spend his money for things less valuable than the things UNESCO has to offer. In short: Let everyone known how human and interesting everyone is and how similar in ideas and aspirations to everyone else the world around, and you create an honest-to-goodness solidarity against which the political heads of states had better not try their favorite trick of war.

Ordinary Teachers

Much is said and written about the attributes of superior teachers, great teachers, teachers one can never forget. Maybe it is time we heard about the variety of teacher whose destiny it is to be overlooked when we think back upon the list of persons deserving our special gratitude or praise.

There are, to be sure, markedly inferior as well as markedly superior teachers. The inferior ones include some who lack knowledge, some who know but cannot interpret what they know, some who lack poise or integrity or any other essential, to such an extent that they are remembered as minus quantities. The best that can be said of conspicuously poor teachers is that their classrooms often are places of mental relaxation.

Let us consider here the teachers who do not stand out as better or worse than average. There are scenic and perhaps ugly portions of a journey, and portions in between, which may be monotonus at the time and nothing to remember— yet these supply continuity over firm, smooth roads dotted—if not with scenery, at least with filling stations. Ordinary teachers are like that. No one gives them banquets or writes them eulogies in verse. They look vainly for the intangible rewards which have so long excused society from paying teachers their worth in hard cash.

But there were and are, these faithful, average teachers. They do nothing brilliant or original. They rarely digress from the subject in hand. The work goes quietly along. The daily tasks are accomplished. Cetrain standards have been met. A year has passed—and there has been growth, that guided growth called education.

All of us have had such teachers. Today we unveil this little tablet to Those Forgotten Teachers: They did more for us than we ever gave them credit for.

Plenty of Codes

Having just emerged from the N. E. A's documementary collection of Codes of Professional Ethics, we are a bit blurry as to details. The codes are those which have been adopted from time to time by professional groups representing teachers, principals, superintendents and boards of education, and in addition certain codes of the legal fraternity, of medical practitioners and of the Christian ministry. Of the codes pertaining to education, there are almost half a hundred, representing the conscientious efforts of high-minded men and women to point out the weeds in their respective gardens and thereby facilitate eradication. It is doubtful if many sins remain undisclosed or untried in any of the long-established professions. In fact, the mere outsider must be shocked to learn the number and variety of offences that can be committed by members of a group supposedly intent upon rendering service. The same outsider might also be struck with the frequency of the warnings against acts tending to wrong fellow members of the same profession. Wrongs against clients are by no means lacking, nor wrongs against the whole community. The object of a code of ethics is not to state which commandment is broken by a particular practice, nor who is the aggrieved party, but to define the sorts of action that do or do not reflect credit upon the group.

Maybe it all boils down to the Golden Rule plus the avoidance of anything shady—anything one would not like to see exposed.

Even a code so ancient and so brief as the Ten Commandments has been so difficult to remember.

We'd Better Grow Up

Half the world looks to the United States for help. The desired help may consist of food, machinery, a financial loan or outright gift, military support, support of some demand upon the United Nations, In his role of Santa Claus, Uncle Sam gets about as much gratitude as the Christmas saint himself, and the minute his bounty skips any one, that one becomes abusive. In fact this nation is on the receiving end of a constant stream of abuse from practically every quarter of the globe that is not asking some big favor at the moment.

Uncle Sam needs to know his role in the world and how to play it for his own and the general good. Since he is only you and I and millions of other Americans, we all need to grow up and to grow up fast.

The United States has certain concepts and ideals to distribute along with its material goods. As a land where people started out afresh to develop a system of self government based on justice and a maximum amount of individual liberty, the United States has had a unique opportunity for experiment and demonstration. But instead of coming through with a perfect example of political, economic and social achievement, the outcomes have been mixed with failures to such an extent that any foreigner so disposed can regard the failures as eclipsing the successes.

As Americans we are faced with sudden responsibilities for decisions affecting the future of ourselves and our fellow men the world over. We need also to clear up our own experiment in democracy. This calls for rapid growth to maturity of thought and aim and conduct. We had better grow up.

Shredded Fairy Tales

Hearing the old school bells ring in the same old way, one would never suspect that classroom procedures have been revolutionized over summer, and perhaps they have not. Yet the combined results of all those summer sessions, with their lectures, seminars and workshops can hardly be negligible. Never were more different aspects of education considered. Teachers attending as students were exposed to all sorts of sepcialized courses from how to teach reading to how that particular R can be bypassed with pictures, and from civics by local field trips to becoming a booster for the United Nations with or without vetoes.

It remained for one college over in northern Texas to conduct a study of comic books, and to discover how mightily these contribute to reading, history, geography, science, the arts and other departments too numerous to mention.

No doubt the adult mind can derive valuable lessons from the comic books. Now and then some teacher may succeed in capitalizing upon the interest in Superman or Terry to impart some wisp of fact or wisdom. But the moment the so called comics become standard material for the school library, teachers must expect their little scheme to be perceived by wary youngsters and counter measures of escape adopted.

The comic books are especially relished because they are extracurricular—not necessarily submattress as were Nick Carter and the James Brothers,—but apart from and not a part of the school program.

Imagine how a child's estimate of his teacher dives to the bottom when he learns that his guide and mentor hasn't outgrown the fairy tales that come in strips.

Not So Easy to Denazify

The physical disarmament of Germany can be accomplished much more easily than its mental disarmament. Yet the latter is even more important.

Reestablishment of Germany's school system has gone rather slowly. In the U. S Zone, for example, attention of the occupying forces has been centered upon matters of food, shelter, clothing, and employment. Many school buildings were in ruins. Teachers who were not Nazis were comparatively few. Facilities for training new teachers were limited. Books and other equipment were not available in anything like the quantities needed. Yet a good many schools are functioning, some handling pupils in shifts.

So far as has been reported over here, the German schools still follow a pattern which leads to autocratic rather than democratic ideas. A child's future is settled in the fourth grade. Unless by that time he has shown superior ability as a student, he is bundled into vocational courses and will have no opportunity to attend a secondary school, to say nothing of a university. Thus at an early age it is determined whether one shall be a leader or a follower. A wide gulf exists between elementary and secondary teachers. Secondary teachers are educated in the universities, are scholarly but devoid of instruction as to educational principles or methods. They receive about twice the pay of elementary teachers. These are trained in institutions of junior college grade and tend to be drillmasters more than intelligent and inspiring teachers.

German education will not be denazified merely by barring teachers who were Nazis. The entire setup needs changing to a new pattern having greater flexibility, more chance for those individuals whose abilities awaken slowly.

It is one of the glories of education in the United States that the doors are never all closed to any person aspiring to greater learning and whatever social or economic advancement may go with it.

EDUCATION FOR LIFE AS USUAL?

WILLIAM W. WATTENBERG
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Detroit, Michigan

THE amazing facility with which men can use a new fact, no matter how revolutionary, to support an old argument has seldom been better illustrated than in the pronouncements on military policy after the exploding of the first atomic bombs. The Navy promptly announced that the bomb made it essential that we maintain a very large and powerful Navy. The Air generals were as swift to point out that huge and far-striking air force units were more necessary than ever before. The Army saw in the new weapon a threat to our national security that required the prompt enactment of universal military training. The groups which had been opposing the last-mentioned measure quickly retorted that atomic weapons had outmoded mass armies and made universal military training more nonsenical than ever.

Meanwhile, most of us worried about our personal housing problems, about shortages, about rising prices, and about our jobs. Congress, looking toward the election, avoided doing anything regarding permanent military plans. Statesmen wrangled over "peace treaties," and Over-Used Cliche No. 1 became, "We are living in an atomic age."

The education of young people continued along old patterns. Here and there, an alert teacher stressed the dreadful things that could happen if war came again. Instructors who had previously been interested in creating good will toward other nations were a little more intense in their efforts. In November, 1945, leading educators became very excited about UNESCO but since then we have found a more pressing anxiety in the shortage of teachers. College life was upset, not by new teaching goals, but by a rapid return to normal complicated by an unprecedented influx of students. The college problem was a shortage of facilities even more stringent than the general housing shortage.

While hundreds of thousands of young people were straining to secure a college education for life as usual, the likelihood that their lives would be turned topsy-turvy by some future war increased. Unpleasant is it to think about, we have to face the fact that either our present educational institutions or some other agency must prepare all Americans to cope as best we can with the conditions which may come to exist.

No one can forecast what those future conditions will be. As always, prediction is a matter of possibilities and probabilities. However, such an uncertainty is no new thing in educational planning. Just as we approve of teaching boys and girls how to give artificial respiration, on the thousand-to-one chance that some day they will be in position to save a life by so doing, so we can prepare them to deal with some likely possibilities of atomic war and peace.

What are some of those possibilities? First, there is always the possibility that the United Nations may so develop that war will never again disturb any great nation. At the moment, this possibility still seems a trifle remote. However, it exists and we shall discuss it later.

A second possibility is that old and new antagonisms will grow in intensity to the point where only fear of America's strength will keep some other nation or combination of nations from starting a war somewhere in the world. The possibility of this happening seems at the moment, to be very great. Certainly, it appears greater today than did the odds in 1920 of Germany's war potential in 1939.

The most obvious conflict is that between the Soviet Union on the one hand, and Britain and ourselves on the other. A decisive change in political control in any of the Big Three could easily lead to a direct attack if military leaders thought the attack would succeed.

More likely to precipitate a fatal crisis would be conflict between satellite powers, as, for example, a border dispute between Yugoslavia and Greece, or Bulgaria and Turkey. It is also quite likely that some now third-rate power may build itself to strength as did Germany in its comeback under Hitler. Just as the German and Italian fascists won a hands-off attitude by hinting that if they were overthrown a Communist regime would seize their lands, so other militaristic and expansionist regimes may gain breathing space now. The extreme care with which we approach the Spanish question shows how much we fear upsetting a government when the alternative might be a triumph for the left. By the same token, Russia might be won to protect a leftist regime which avowed that its fall would be followed by an anti-Soviet government.

Any imaginative person could multiply the situations which well might arise to create war-breeding tensions within our lifetimes.

Certainly, it is very possible that we may find ourselves in a position where only fear of our strength will prevent a war from being

launched in which we would be involved. What can we do about this possibility? The generals and admirals, backed by the major veterans' organizations, have a pat answer. It is to maintain strong standing armies and navies capable of warding off attack and of being reinforced speedily from a reserve of citizens who have been trained under a program of universal military training. If power alone will save us, then the only legitimate argument is over the details of such a program. This viewpoint has received notable backing in the report of President Truman's Advisory Commission on Universal Training.

The cost will be great; in the September, 1945, issue of the "Annals of the American Academy of Political and Social Science," two economists, Rainer Schickele and Glenn Everett, carefully calculated that, at the 1944 price level, the necessary armed forces would cost federal taxpayers five billion dollars and the universal training program $1,600,000,000 in addition to which there would be indirect losses to our economic system amounting to $9,700,000,000. However, the total expense and the personal inconveniences would be worth while if they did avert war.

If we enter a world situation where only fear of our own strength is preventing a war, there is all too great a likelihood that some incident will lead to active hostilities. Both World War I and World War II started with clashes between powers which had been straining their economies in order to build military strength that would make them immune to attack. In view of the sad fact that the formula has failed in the past, we must examine the possibility that it will fail once again. Somewhere, an ally counting on our automatic support might go too far and start shooting without our approval. More likely, in a period of nervous tension a trigger-happy commander may try to forestall a future Pearl Harbor by acting first, and before any investigation could be even so much as be suggested, super-destructive rockets would be flying in criss-crossing paths towards all major cities. It is even possible that some enemy might decide that our preparations had invalidating flaws and, as did the Japs in 1941, deliberately move to knock us out.

This raises the possibility that at some dread date, many of our cities would be blasted without warning, and that the delicate fabric of our national economy would be ripped into disordered shreds. We might find ourselves confronted, at the same time, by the necessity of organizing a defense against a possible invader. However, the damage might be so thoroughgoing that the problem for survivors might be only that of ensuring themselves the necessities of life.

What can we do about this possibility? Some small steps are being taken now in the search for underground sites for vital defense installations. Our cities might be scattered and placed deep in the earth. The Constitution could be amended to provide for interim government if some wayward atomic bomb should dissipate President, Cabinet, Supreme Court and Congress in one super-colossal whiff of hot air. A group of Twentieth Century Shangri-Las could be established to ensure the continued perpetuation of our sciences, religions, and technologies.

What training would our young people need to face this eventuality? The answer could be provided only by the most careful and thorough-going study. A few items might be named now. All present and potential inhabitants of large cities or metropolitan suburbs should receive sufficient training in hunting and farming so that they would not starve to death if they had to depend on their own resources to feed themselves. The young men and women of rural sections might well be taught backwoodsmen techniques for farming and clothes manufacture. If transportation facilities were crippled for any length of time, farm gasoline supplies would be exhausted and only muscle power would remain for all operations. Quite possibly it would be also wise to train rural military units how to defend food resources and organize succour to prevent the formation of predatory bands among the panic-stricken hordes from destroyed city areas.

The full detail of the necessary instruction can not be decided until a careful analysis is made. Indeed, the very work essential to such an analysis would be hard to organize because doing it would go so strongly against the normally optimistic grain of most Americans. We would need to locate a fairly large number of men who were expert in such fields as transportation, education, and economic planning and who were also congenital Cassandras.

The results of their conferences would most likely be extremely unpopular. Whether educators could be persuaded to put the recommendations into practice is dubious. Those who tried to do so might find that they were being denounced for developing public panic. This would be even more true if they were to admit the possibility that nothing in the proposed program could prevent millions of deaths and a widespread vanishing of cherished securities.

Regardless of the difficulties, and despite public apathy, a program of educating for catastrophe should be considered as soon as possible. It would be a necessary supplement to any program of thorough military preparedness, and would be a good deal less costly, both in money and in time. Military men feel that a total of one year per man is a minimum for military training. Training for self-preservation in event of disaster could be given at many points in the school curriculum

and would require no extension of school life.

However, an immediate start is imperative. Our committee of Cassandras would probably take two or three years to prepare a full report. To this would have to be added another year or two for the publication of suitable instructional materials and the revision of existing text books in various subjects. If experience is any guide to the speed with which schools would put new plans into general operation, it would be another three or four years before the training program was in high gear.

If the prospect of beclouding the high spirits of youth by including training for disaster in their education seems grim, we should remember that it is a way of preparing them for only one possible turn that the future could take. We should also recall that another possibility, even though it appears small now, is that the United States can be made to develop into a peace-insuring machinery so strong that all nations will feel safe to conclude a world-wide treaty of universal disarmament. Progress in this direction continues to be made though at an agonizingly slow rate.

Perhaps as young people all over the world begin to realize in personal terms the meaning of an "every man for himself" struggle for self-preservation among the tumbling ruins of civilization, they will become alert and anxious to prevent such a happening. If this should happen, public apathy would no longer be a major factor, and problems of national security would cease to weigh heavy on the minds of harrassed diplomats, generals, and admirals. Yes, it is even possible that with clear consciences we could return to a program of education for life as usual.

However, let us not be tricked into blissful daydreams by contemplating this bright eventuality too long. Speaking realistically, the future looks very stormy. It is now our duty to see that future citizens are prepared, even if only to a slight degree, to cope with troubles whose mere foreshadows wear horrifying new shapes.

FIRST WORKSHOPS ON TEACHING THE UN

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TWO experimental courses given at the 1947 summer sessions of teacher-training institutions, Oneonta (N. Y.) State Teachers College and the School of Education at the University of Denver, have special significance for the teaching profession. The general purpose of both was well set forth in the University of Denver announcement, as follows:

"To promote general understanding of the United Nations and its role as the principal agency for world organization and world peace.

To develop teaching units about the United States for use at all educational levels."

Both dealt with education for world understanding in general and the United Nations in particular; both used the workshop technique for developing new UN teaching material. Oneonta gave a six-week course, offering six full hours of credit: the Denver course ran for five weeks, offering five quarter hours of credit. The Education Committee of the American Association for the United Nations was co-sponsor of both courses, assisting with advance planning, reference material and speakers.

Each institution had special advantages. Oneonta because of its location was able to bring its whole group to Lake Success for a full day at the United Nations, where they saw sessions of the Security Council and the Economic and Social Council, and heard two addresses by Secretariat members especially arranged for them. Denver, on the other hand, had its famous climate and mountains, and afforded various facilities which only a great university could give, such as showings of numerous films and film strips arranged by the Audio-Visual Education Division of the University.

Both groups were small, seventeen taking the full course at Oneonta and fifteen at Denver. Practically all levels of teaching were represented in each— all twelve grades at Denver, and not only all the grades at Oneonta, but a Junior College teacher as well plus one rural school teacher whose small school includes eight grades. This wide range made it impossible for all to work on a single piece of teaching material and it certainly made the task of the instructors more difficult. However, they seem to have handled the situation effectively, the Denver group dividing into three teams for workshop purposes, and the Oneonta group working mainly on individual projects. James H. Wilson, Superintendent of Schools at Rocky Ford, Colo. gave the Denver course, and Miss Agnes Nelson of the Oneonta faculty was in charge there.

Outside speakers were used by both groups. Consultants at Denver were Dr. Ben M. Cherrington, Director of the Social Science Foundation, Dr. Alan Simpson of the University of Chicago and Dr. John B. Whitton of Princeton. Speakers at Oneonta included

Clark M. Eichelberger, Director of the American Association for the United Nations, Dr. Joseph Kise of the International Relations Committee of the National Education Association and and Dr. Martin Domke of the American Arbitration Association. This reporter spent two days working with the Oneonta group and arranged their visit to the United Nations, which of course was the high spot of the summer for them.

One situation was common to both groups. All these busy teachers needed up-to-date information on the United Nations. No doubt their background in this respect was better than that of the ordinary citizen, but even so they needed the latest facts, analysis of UN problems, study of the specialized agencies, and background on United States foreign policy. Even to present a very simple picture of the UN to elementary school children, the teacher needs far wider information herself. Children can ask astonishingly penetrating questions. To quote Miss Nelson's report,

"Members of this group were not interested in acquiring techniques at the present time. They felt that the first thing to be done was to get a rich background of knowledge and understanding of the UN. Then they can grasp opportunities for teaching that they never saw before."

At Oneonta much time was devoted to reading and research, intermingled with plentiful group discussion and individual conferences as the interests of different teachers took shape. At Denver morning sessions were devoted to lectures according to a carefully prepared outline, with discussions, committee work, and reports in the afternoon. Each teacher at Oneonta was asked to write an evaluation of the course at the end. Surprisingly enough the unanimous opinion seemed to be that the diversity of teaching levels was no drawback—quite the contrary. The teachers said they enjoyed getting the viewpoint and experience of teachers of other grades and found it an enriching experience. After all, fifth grade children do go on to sixth and even to junior and senior high school, so it is not a bad idea to compare notes with teachers of upper grades. The same holds good in reverse.

Materials produced show an interesting variety. Not all of it is yet available as this is written, so it cannot be evaluated. At Denver one group prepared materials for grades 1-6, another worked out the application of reports prepared on the UN Commissions and specialized agencies for use in American History Classes, while the third wrote a pageant on the United Nations for Senior High School use. One teacher at Oneonta wrote a lively account of "The General Assembly in Action," another wrote on "Hopes for World Trade and World Peace," and a third wrote a play, "Two Sides to Every Question" and a radio script on "The United Nations—Our Hope for the Future." Two Oneonta teachers made a good start on an illustrated children's book "Happy Nations." The theme is the world's need for food, leading up to the Food and Agriculture Organization. Here are key sentences taken at random "When people are hungry they are not happy—People do bad things when they are hungry—When nations are hungry, they fight other nations to get the thing they need." The book was reported to be "thrilling to the children of our demonstration school."

While much of the workshop material when assembled may prove to be worthy of wide use and possible publication, probably the chief benefits of these experimental courses were the broader knowledge and fresh viewpoint gained by the individuals taking the courses. On this point we quote a moving bit of testimony.

"My attitudes have been changed greatly. I'm not too sure that at the beginning I would not have been among those who said, 'Let's drop a bomb.' I would not now. I think Americans owe the world much. One way we can repay it is by doing even more than our part in keeping world peace. War never wins. Even the winner loses. The United States is a big, wonderful country. Much of the world looks to us for leadership. I hope we will not let them down. But it is quite a responsibility. Perhaps we are not as smart or big as we are credited with being. I, for my part, am going to try harder to do my part as a 'World Citizen,' a new idea to me."

In the closing group conference at Oneonta one teacher volunteered to keep an informal diary of her experiences, both planned and incidental, in teaching about the United Nations this coming school year. The idea was acclaimed by the group and all promised to send in brief reports two or three times during the year. These reports will be circulated among the group. Several were planning community activities as well as class room work.

It is the hope of the American Association for the United Nations that the summer of 1948 will find many similar courses given in the teachers colleges all over the country. We are convinced the technique is a useful one. One big hurdle will be to find the right person to head the course, as was obviously done at both Oneonta and Denver, a person who will combine a clear sense of direction with elasticity and resourcefulness. Abundant reference material from the United Nations, the State Department and the many organizations working in this field is, of course, essential and not difficult to procure. A few outside speakers, who can bring fresh inspiration and first hand knowledge of world affairs, will be helpful. But must important of all will be the individual work done and the daily discussion and exchange of experience and opinion among the members of the group.

PIVOTING EDUCATION ON THE NEWSPAPER

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BIG BROTHER recently back from the service with thrilling tales. Father out on a strike. Sister forced to come back home with her husband and baby because of the housing shortage. Much talk about the possibilities of the atomic bomb. With the world about him so charged with the excitement of change and uncertainty, is it any wonder that today's youngster grows restless in the schoolroom atmosphere of the academic and the abstract? The textbooks passed out to him are frequently outmoded. They talk of the past and a way of life that is no more, while his ears are attuned to the whir of events around him. He wants to know more about the things that to him are immediate. He is interested in that which obviously concerns him. He does not yet realize that knowledge of the past will help him to live wisely in the present.

And how can the teacher meet this situation? She can do it by giving the pupil what he wants and at the same time what he needs. Her textbook for this new method will be the daily newspaper. This is a textbook that even the least studious will accept without grumbling because it is a textbook that deals with the actual and the present, with the affairs that the people about him are even now discussing.

A good place for the reading of the newspaper to start is in the English class, but the work done here will be coordinated with that done in the history, the civics, the economics, and the commercial geography classes. The work starts with the reading of news at three levels of interest—local, national, and international. The pupil is asked to bring to class a newspaper of the previous day, which it is presumed he has read. The most important of the items are then discussed in their respective level groupings.

When an item is of particular importance either *per se* or because it seems a potential beginning of an important development or situation, the students are asked to collect as much background information as possible in their other classes and to bring it to the English class the next day. For example, a class reading about the claims of a country to certain territory is expected to learn in the history class the historic background of the claim and in the economic geography class the economic basis of it. From time to time the teacher may recommend for outside reading a book that throws additional light on the topic under discussion. Then too, she may assign the pupils to study the coming issue of magazine articles on current affairs and to notify the class when an article is found on a topic that has been taken up in class. Gradually the pupils are led to voluntary reading of non-fiction books and periodicals.

The editorial page of the newspaper is carefully followed in search of editorial opinion on the issues discussed. At first the pupils are likely to find it difficult to understand some of the editorials. For that reason they are read aloud and interpreted with the aid of the teacher in class. In connection with the reading of editorials the pupils keep vocabularly notebooks. In these they make a list of the unfamiliar words they come across during their reading of editorials together with the meanings and sentences containing the words in question. The pupils are encouraged to use these words in class discussions. The teacher likewise uses the words in class whenever possible so that the pupils may become familiar with them. From time to time the pupils are tested on the meanings of the words in their notebooks. In the course of a school year a high school pupil adds in this way several hundred words to his vocabulary with little difficulty and soon reads with comprehension easily and pleasurably.

In taking up controversial issues the teacher is always careful to see that editorials presenting both sides of the case are read. After the pupil has had as many of the facts of the case as feasable placed before him and as many different points of view, he is encouraged to form his own opinion and take a stand on the issue. But first he is counselled to be ready to change his opinion if new evidence should warrant a change. After a time he is asked to write editorials himself on issues suggested to him by his newspaper reading, or, better still, he writes letters to the editor.

Occasionally the class makes an excursion with the teacher into the department of book-reviews. They read the critiques of the most important books, and the teacher indicates which books she will be willing to have the students report on for their outside reading assignments. A book chosen in this way is likely to attract the pupil to its reading more than one taken from the assigned reading list. The reading of it seems less of a chore and more of a privilege. Such a book has the additional appeal of being the latest, an appeal the adolescent finds hard to resist.

These are but a few of the uses that can be made of the newspaper in class work. The teacher with an average amount of ingenuity will find others and having employed them will agree that the newspaper is an extremely vitalizing force in the schoolroom.

THE IMPORTANCE OF DOUBT

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THE PARADOX of belief vitalized by doubt and doubt resolved into conviction is as old as thinking itself. It is, as everyone knows, the very marrow of the scientific method. "Why", "What" "Where", "Who", or "How" has been the war cry for generations of doubting Thomases. If Science did not doubt almost everything, it could never be sure of anything.

In this same paradox lies Democracy's claim to the scientific approach. Insofar as the elected steersmen of society have their convictions tested and revised by the doubts of the opposition and by the people as a whole, these convictions can be realistic and flexible enough to meet changing social needs. It is no accident that doubt is distinctly bad form in a dictatorship. On the other hand it is quite understandable that when the Nazis needed an army efficient and flexible enough to get the jump on its enemies, they were persuaded to make it one of the most democratic large armies the world has ever seen, thus suggesting by their actions, that convictions are unrealistic unless disciplined by doubts.

Convictions are the foundations for effective action. Doubts are the workmen which find and repair flaws in these foundations—or at least show where such repairs are needed. Sometimes remodeling is so radical that little of the old structure is left, for doubt, strangely enough, is the very stuff of which staple, tough-minded convictions are made. This negative-positive approach, through the interaction of doubt and conviction, has much to offer in educational philosophy, methods and administration. Let us explore them briefly in that order.

What are some of the convictions and doubts which an intelligent teacher may entertain? If he is of conservative temper, a few of them might run like this:

CONVICTIONS:

The accepted system of tests, examinations and grades is the best yet devised to select, develop and evaluate students.

The lecture method, supplemented by quiz sections and examinations, is the best all-round approach to higher education.

Knowledge is power and in general its mastery contributes markedly to civilization and intelligent living.

DOUBTS:

Are the best instructors more interested in teaching people than in teaching subjects?

Does the most effective education and knowledge or skills to work in circumstances somewhat resembling a life situation?

Should external discipline be resorted to only when self-discipline has proved or is pretty certain to prove inadequate?

It is evident that, for a teacher with progressive tendencies, the convictions might be doubts—or even errors—and the doubts, convictions. But the important fact is this: Insofar as both teachers are open-minded, i. e. willing to remodel their convictions in line with the new evidence that keeps coming in, they will tend to come to closer agreement or or at least to a better understanding. (We must assume, of course, that they are not semantically so estranged that their notions of what important words mean never really come to grips.) Insofar as the evidence becomes conclusive, their convictions will approach identity like the results of scientists working with the same objective data. In the social realm, however, we would expect this to happen infrequently if at all.

Now how may doubt and conviction function in effective teaching methods?

The way to educate students through doubt is, of course, to throw dilemmas at them; to startle them with a gadfly question or an extreme statement which will make them re-examine convictions they have too aften accepted second hand. For example, in a philosophy class we might ask:

If God is all-good and all powerful, why does He permit the innocent to suffer horribly and injustice to prevail for long periods? The common answer is that evil is the price of freedom, but why does an omnipotent God create or submit to a universe where the alternatives are so cruel and immoral—where the rules of the game are so stupidly unfair?

Or this statement might be made to sociology classes:

We cannot have both democracy and a high civilization. They are mutually exclusive. A study of history and current civilizations abundantly proves that we cannot serve two masters. Either we will cleave to distinction and forsake large scale fellowship, as Athens did, or we will drag distinction down to the level of the people as modern America is so successfully doing.

Or take this succinct little stinger:

Most people won't listen to a

truth until it is a truism, and by that time the world has moved on and the truism is no longer true.

Now let us swing over to the positive side of the teaching process. We usually doubt something because it seems to contradict something else that we feel we must believe. But sometimes this contradiction or dilemma can itself be successfully challenged. Hence one effective way to help students form convictions that will stand the test of experience is to reconcile their dilemmas. Great thinkers and teachers have always been showing us that many of our doubts are sophomoric and most of our dilemmas self-made. For instance, a discussion of ethics might include the following:

You say you are always unlucky. Other fellows get the breaks. Your rival invariably has "pull." You doubt whether there is any such thing as justice. Don't be naive. Study the statistical laws of probability and learn how simple-mindedly you have jumped to a conclusion. Read Emerson on "Compensation" and see how this "wrath of the gods" business is dramatic exaggeration. Grasp the perhaps unflattering truth that your reaction to circumstances has usually been much more decisive than the kind of circumstances that came your way at the moment. There is solid evidence back of the conviction that, within reasonable limits, our lives are what we choose to make them.

Another example of reconciliation:

You think individual freedom is the greatest thing in the world. Yet you deeply want things that are "incompatible" with it: friends, family, devotion to some social movement that demands sacrifice and discipline. Well, don't worry. You can have both. Or more accurately you can't have freedom without satisfying your deep social needs, because you are a social animal and "freedom is the opportunity for right development." This idea of achieving individual freedom at the expense of others is a gold brick. It works neither outwardly nor inwardly, individually nor collectively; witness the late Nazi experiment.

Of course neither dilemmas nor reconciliation can be entirely convincing to a careful thinker. They are more likely to be half-truths. But together they offer a method of teaching which is not only stimulating but which follows the double approach—destructive and constructive—that great truth-seekers have always used.

Now with doubt in one hand and conviction in the other let us advance upon some of the problems of the educational administrator. Suppose, for instance, we are adding a new instructor to our department. Shall we not select him or her on the basis of all available data? For most of us a hunch is a half-baked conviction. Let's be skeptical about it and check it carefully against our data and recommendations. Of course they are nearly always favorable but let us study them as we would testimony in Court—consider the source, read between the lines, note where enthusiasm flags a bit, and what is left out. A candidate may, so to speak, be photogenic for an interview, but teaching is more than being interviewed. Let us entertain some healthy doubts and check the interview by a definite assignment or a short, searching test. The candidate is being hired as a teacher; why not see what he can do in a short lecture or in leading a discussion? For some reason this procedure is seldom followed. Apparently it is thought to be undignified or unfair. But I can see nothing wrong with it provided the candidate's position is sympathetically considered—his surprise, for instance, or his lack of preparation. My personal experience on the receiving end of such tactics has been sometimes challenging, sometimes embarassing but I have always felt that the procedure should be more widely practiced. It will nearly always give additional data and sometimes data of such a nature as to puncture hasty conclusions or confirm tentative convictions.

And when our instructors are all decided upon, we will find the Department Meeting an ideal place for turning doubt into conviction and testing conviction by doubt. If the Chairman has not helped to choose the kind of people that are interested in considering policies and methods in this way, he has made a bad start. If some of the criticism is destructive—so what? It is fine when the fault-finder can point out a convincing remedy, but destructive criticism alone can help intelligent people by showing them where thinking should be revised, and the Department Meeting is one of the best places to tackle the job. Here we can afford to be skeptical or even irreverent about the assumed values of our gift to the rising generation. The doubting habit will help us to quit deceiving ourselves and keep us a jump ahead of our critics. And here values about which we were once incredulous may become clearer and clearer until they are the sort of convictions we can live by. Of course this sort of thing can go on in a faculty meeting, at least in smaller institutions, and it is much more worth while than the sort of thing that usually does go on there.

It may be objected that this eternal struggle between faith and skepticism must lead to instability. The truth is rather the opposite. As Bertrand Russell has remarked, we are constantly called upon to reach correct conclusions upon insufficient data. Conditions will not let us wait for even the essential facts. Hence we must often form our conclusions in haste and hope to reform them at leisure. This process gives a dynamic stability something like that of the human body which is always creating and destroying itself. It gives the moving equilibrium of the bicyclist or flier. In a world rushing along at breakneck speed, this is the kind of stability that education needs.

IS THIS YOUR SCHOOL?

GEORGE W. WRIGHT

"WELL, thank goodness, this is Friday! Go spring the lock, Mary. We can punch the time clock now."

"Yes, and get down to work on our pennies and nickles and dimes, and figure out how much John brought in and Grace. I'm glad I'm a teacher!"

"What shall I do about little Willie Brown, Miss Jones? He says he had forty-seven cents and lost it on the way. Does he have to make it up, or do I, or what? I'd rather do it myself than have a fuss with his mother over it."

"Why can't we have a clerk to do all this bookkeeping and banking for us? Money collected for this and for that, and for magazines and seeds, and now this, the last straw! I'm ready to quit!"

"Listen, girls. Some of the money we have collected has been for good causes—Red Cross, TB, Christmas Seals, March of Dimes, and so on. You can't object to that. And remember that the school makes a profit on the sales we have had. We're buying our own projector and renting films. Remember that, Ellen. Your sixth graders enjoy the pictures, don't they?"

"Yes,—especially the comics. But I decidedly don't enjoy having to keep an account for every child in my room—milk money, lunch money, picture money and all the rest. Of course we're glad to help in the worth while projects, but these schemes gone into just to make money *make me sick!* You had your experience, Jane. Not all fun, it it?"

"I should say not! It cost me $6.85 last month. My own fault. We were warned from the office not to leave money in our desks, but I simply couldn't take all that small change with me that night; not a bill in the lot. I took a chance and learned my lesson. You must have quite a sum to care for, Miss Jones, by the end of the month."

"Yes, I do, and I don't like having to keep it a whole month before going to the office to turn it in. It would be more satisfactory to us principals if the money were collected each week in our own buildings, but this plan makes it easier at the office, I suppose."

"The office lost plenty in that break. What was it, fifty or a hundred and fifty, and who made it up? Did you ever learn, Miss Jones?"

"No, trouble enough in our own building. You must admit our children enjoy what's bought with the school's share of the sales, footballs, and basketballs—. Please answer the 'phone, Anne. You're nearest."

'I'm glad my room isn't nearest it! It's a nuisance. You needn't say a word, Miss Jones. We all know how you feel."

"Football, basketball, not played just for fun, all taking part, but the biggest boys picked and taught to play to win, because, 'You know the high school cannot win championships unless material is developed in the junior high grades'. Bah! Phys. ed. for those who need it least! I'm sorry for Mr. Thompson, losing five football games in a row. That's his finish!"

"It's Dr. Blank, Miss Jones. He wants the report on the sale."

"Tell him we are working on it and will have it ready in a few minutes. Now get down to work. all of you."

(Ten minutes later)

"My account is just right, $6.80, and that means three-forty for us. I never expected so much for this sale."

"I'm thirty cents short. Easier to make it up than to find it. My adding is right—I have gone over it three times. Probably made a mistake when the children turned in their money. I hope those seven-year-olds learned how to count pennies and nickles. They certainly weren't learning to read."

"This seems to be the amount for the building, and I must say I'm astonished. When Dr. Blank brought that salesman here and let me assemble the children to hear his pep talk, I was disgusted. How could children do anything on such a sale! But he was clever, and knew his goods. A regular Woolworth. A cheap article used in every household, a necessity, and the larger the family the greater the demand. It worked out that way, too. You've won the prize for the building, Louise, and most of your children come from those large families across the track. But think of our children selling $72.85 worth of clothespins! I'll go make my report. . . . What was that, Louise? I didn't quite catch it, but evidently it was amusing."

"I—I—just wondered if next time Dr. Blank would have us sell three-cornered pants."

IF I WERE A NEW TEACHER

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West Virginia Wesleyan College
Buchannon, West Virginia

BACK in the more or less halcyon days before World War I two secondary school principals were discussing the ins and outs of their positions. Both were so situated that their teaching forces always contained an unusual number of beginners. One lamented this, stating that a third of the apprentice teachers whom he had to break in were certain to be failures. The other executive was more optimistic and expressed himself as glad to have on his force men and women with the glow of youth, unsoured by failure, and from the very nature of things pulsating with an ambition to give a good account of themeselves. Although both seemed to make an excellent case, the debate closed without a decision. The fact remains that whatever can be said about the advantages and the disadvantages of the novice in the classroom, the first year is likely to be the most critical, disillusioning, illuminating, challenging, and inspiring of his professional history.

We should, of course, remember that not all new teachers are beginners, and most of us have had several opportunities of blazing our trails in new position. As I live over some of my experiences of this kind, and recall those of other new teachers which occurred within my range of observation, I feel constrained to pass along my convictions as to what I would do if I were a new teacher in this year of 1947. Since these convictions become more definite with the passing years, I say not *should* but *would.*

Above all else I would remember that the primary function of a teacher is to teach. His ultimate success will depend upon what he does in the classroom. The teacher, like every other good citizen, owes a service to the community in which he is located. This does not mean, however, that he is a public hired man who must be at the beck and call of everybody who feels that he should perform the tasks for which nobody else can be drafted. The populace is not overburdened with gratitude. A failure in the classroom is never excused through appreciation of services rendered elsewhere. Efficiency is one of the bases of respect. The very people who would make a teacher a general roustabout are often his most severe critics if he fails to measure up to the primary responsibilities of his profession.

If I were a new teacher I would be loyal to my superior officers and my co-laborers. Charles F. Thwing once said that if college men fail it is either because of weakness in character or inability to get along with others. Dr. Harry Emerson Fosdick's latest book bears the arresting title, *Being Fit to Live With.* There are, sad to say, teachers not fit for others to live with. There is no greater impediment to professional effectiveness than disloyalty. This suggests the type of teacher who is so constituted that he attempts to undermine those in positions of authority over him. There was Robert Reaver whose first job was in a small town high school. When I saw him after he had taught a few months, his favorite subject of conversation was the limitations of the head of the institution in which he was unfortunate enough to teach. Principal Brownell was so far behind the times that he had actually ignored several of Robert's suggestions in regard to changes in the curriculum and general procedure. He had even refused to allow him to put into effect the testing program with him from the university. "But what can one expect of such an old man? He's fifty if he's a day."

And then poor Robert was disgusted to find himself a member of an especially incompetent faculty. Being a young man of considerable perspicuity, it did not take him long to discover the faults of each one of his colleagues and to catalogue these deficiences for future reference. And he was not at all inclined to conceal this contempt. Even in class he would now and then drop a few carefully chosen words to call the attention of the students to his superiority over the other teachers. There is no doubt that there is a close relation between Robert's lack of professional ethics and his after-career as an educational tramp in search of another chance, moving every year or two.

If I were a new teacher, I would keep definitely in mind that it was my task to adapt myself to my surroundings rather than try to change them to meet my preconceived ideas of what they should be. As Browning puts it:

> The common problem, yours, mine, every one's,
> Is—not to fancy what were fair in life
> Provided it could be,—but, finding first
> What may be, then find how to make it fair
> Up to our means.

No setting in which fallible human beings are involved is perfect. Only dead things stay put. Change is the law of progress. This, though, does not mean that an inexperienced youth should have the temerity to attempt a scholastic revolution before he has learned to find his way around. An over-developed reform complex can make a young teacher more of a nuisance than an asset.

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a colleague that I had once on a time. As soon as he had landed on the campus, he was sniffing the air for something that needed to be changed. At his first faculty meeting he edified his colleagues with some observations in regard to certain complicated educational problems of which he obviously knew nothing. Of course, the members of the committee, which during the preceding year had given long, long hours to the study of this particular question, listened to his unreflective, undocumented pontifications with rather tepid enthusiasm. A few days later he made a special call upon me to ask my cooperation in abolishing grades. How often have I wished that this could be done! What worry it has caused me! The whole process results in disappointments and heartbreaks innumerable. But we have not found any way of getting along without them. At all events, no teacher of ten day's experience can over-throw a deeply-entrenched, widely-ramifiied system. And this is a hard fact which must be recognized by teachers old and new. Comparatively few of us are added to school systems or faculties for our skill as revolutionists. We are paid for being teachers.

If I were a new teacher I would make a special effort to remember that I was dealing with human beings, that individuals are more important than subject matter. In our commendable zest for passing along that which we love, sometimes our interest in the young life before us can become a secondary matter. It must be admitted here that older teachers are more likely to be guilty of this particular fault than the neophytes of the temple of education. Applying the principles of human sympathy to the art of teaching does not mean that the teacher should gather a bunch of trained seals around him and lavish attention upon them. This would likely tend to make him unnecessarily unpopular with the many and impede his usefulness. He should do his best to look upon the teaching of every individual in his classes as an integral part of his work of stimulation and instruction.

A student once remarked about a certain instructor, "He seems to be giving his material to me individually." Although this was just one of those random comments that students make when they get together, it was a high compliment. The student should be made to feel that he is somebody. The teacher who can teach an ordinary sized class a whole semester without even being able to associate the names on his roll with the individuals who bear them is undoubtedly a pedagogical failure. Students are more than numbers in a book or occupants of seats. They are personalities.

Yet advice, good or otherwise, does not itself make a teacher. Each must learn by the trial and error method, and in tasks where the human equation enters in, the chances for error are by no means few. But there is always hope for the person who does not make the same mistake twice. The story is told that when Henry Thoreau, who for a time made his living at the family trade of manufacturing lead pencils, reached the stage when he could make what he regarded as a perfect pencil, he gave up the occupation because it no longer taught him anything. The teacher need not worry about this. We never become perfect teachers. As long as we teach, we can improve in mastery of the art.

VA SLASH MAY PROVE COSTLY

GURNEY E. NELSON
Dean, Benedict Colloge
Columbia, South Carolina

ON March 24, 1943, the 78th Congress approved Public Law 16, and on June 22, 1944, the Servicemen's Readjustment Act, better known as the G. I. Bill of Rights, was passed. The substance of these bills is well known to the general public. Nevertheless, it might be well to mention briefly the main purpose of each.

Public Law 16, the Vocational Rehabilitation Act, has as its main purpose the restoration to veterans of World War II of employability which they lost through a disability incurred in or aggravated by service. The G. I. Bill is designed to furnish at the expense of the Federal Government education or training to any person who served in the active military or naval service on or after September 16, 1940 and prior to the termination of the war, provided that such person shall have been discharged or released from the service under conditions other than dishonorable.

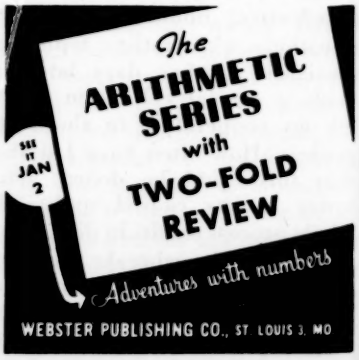
In setting up machinery for the execution of a training program that would satisfy the conditions of the G. I. Bills, sixteen branch offices of the Veterans Administration were located in various parts of the country, each with a Director of Vocational Rehabilitation and Education Service and other staff officers, whose duty it was to supervise the work of Regional offices located in its territory. One or more Regional offices were established in each state. Guidance centers, directly responsilble to Regional offices, were set up within each region. In addition, there were a number of contact and training officers employed, whose duties were to see that suitable places of employment and training were made available and that every veteran would receive the full benefit of the existing laws.

When, with dramatic suddenness, the shooting war ended, existing universities, colleges, high schools and private agencies were contacted and approved for institutional training; reputable business establishments and farm owners were approved for on-the-job training. In order that the veteran might receive all needed assistance all individuals coming under P. L. 16 were required to go through a period of counseling and guidance, and similar services were available to those who came under the G. I. Bill. Training officers were placed on the field to approve places of training and to supervise the educational and training programs pursued. Contact officers were enlisted to consult with the veteran concerning both his problems and changes in veteran administration regulations.

Although at the beginning of the veterans' training there were difficulties due to the large number of veterans who took advantage of the government's offer, to lack of housing facilities in college areas and to the decreased number of classrooms in educational institutions, yet the government constructed temporary structures to take care of these conditions, and it is apparent that the program was progressing with a reasonable degree of satisfaction.

From a study of the enrolment statistics of our colleges, it is apparent veterans are increasingly taking advantage of the opportunities afforded them under the G. I. Bill. Assuming then, that the offices concerned with veterans' training have been adequately staffed and administered, this means that if veterans' services are now to be kept up to a maximum efficiency, there must be an increase, not a decrease, in those agencies which have to do with the operation of the training and advisement programs.

In its last days of meeting, Congress conceived the idea of reducing the budget by cutting appropriations of all governmental agen-



cies where possible. In the total picture, the Veterans Administration came in for its slash. The House proposed a cut of 1.8 per cent from this agency with a stipulation that veteran's compensation would be reduced. In short, the 1.8 per cent cut must come from the division of administration. Since the administration division of the Veterans Administration receives only six per cent of the total appropriation to that department, this means that about one-third of the administrative costs must be reduced. Such a reduction in the administrative appropriations must have a telling effect upon veterans' training and services at a time when veterans' education is on the upswing. In one small state alone, two guidance centers and about 100 training officers and office personnel in various training sections were discontinued.

What does the retrenchment of funds mean with relation to services to the veteran? With a decrease in office personnel there is a likehood that applications for training and subsistence will be seriously delayed, thereby causing the veteran to experience unwarranted hardships. Bottlenecks in the central offices may delay action by administrative officers in making payments to institutions and inducting veterans into training.

In addition to the training officers on the field, every college center should have one or more training officers available to supervise the programs of veterans and guard the interests of the government. The retrenchment of funds made it necessary to remove many training officers from the field and from some college campuses, thus throwing an increased burden on the few remaining officers. With training officers reduced more than one-third, it is well nigh impossible for them to get around as much as is specified in the Manual.

In order to receive subsistence, a veteran should be properly enrolled and attending classes. Very often a veteran enrolls in school and may attend classes only one week. Laxity on the part of the training institution in notifying the Veteran's Administration of the veteran's withdrawal may result in that veteran receiving two, three or four months' pay to which he is not entitled. If there is a training officer nearby, there is not the likehood that many such cases will occur. This is but one illustration of the many cases where the government is the loser. In reality it signifies that a retrenchment of funds in this area is just plain false economy. Such a condition also works a serious hardship upon the veteran. When a veteran receives an overpayment of his subsistence allowance, he cannot reenter upon training until he has settled the overpayment.

An insufficient number of administrative personnel, especially contact and training officers, will have an even more serious effect upon veterans who are pursuing on-the-job and on-the-farm training. With too few training officers to give proper supervision, there is every likelihood that unscrupulous trainers may take advantage of the opportunity to use trainees as cheap labor. For example, a trainee may decide upon automobile mechanics, cooking, or barbering as his training objective, and the trainer may allow him to spend up his full period of entitlement without ever advancing beyond the efficiency of a car greaser, a dishwisher, or a bootblack. Other and different irregularities are likely to occur. Establishments in which veterans train must be kept up to at least minimum standards in certain types of machinery and equipment. Here, then, is an opportunity for an unscrupulous trainer who is not properly supervised to connive with the trainee to spend government money to furnish equipment which really should be furnished by the shop. In other instances it may develop that a trainee is not making suitable progress. A dishonest trainer may take the position that the trainee is a home town boy who because of his

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army service is entitled to all that the government has to give.

There are innumerable problems coming up on the field, and constant changes are being made in regulations. Veterans will not know how to handle them because there is no training officer nearby to consult. Thus the veteran may lose certain benefits which he should receive.

There has never been any concerted effort on the part of either the Veterans Administration or of other agencies to encourage veterans to take advantage of available guidance services. There are thousands of ill-placed veterans in our colleges, professional and technical schools, and in business establishments, who should be directed to other places of training. Instead of being decreased the personnel of the Veterans Administration should be increased, and veteran misfits should be encouraged to take advantage of guidance in selecting and preparing for occupations more appropriate to their abilities.

Most persons agree that governmental expenses should be reduced, but few would agree upon the particuar points of reduction. In view of the obligations to veterans and in the light of measuring enrolments it should appear that the most satisfactory way to redeem its promise to veterans would be for the government to keep the Veterans Administration up to its maximum efficiency, by seeing to it that sufficient administrative personel is always available.

It Seems to Me

BYRON C. KIRBY
Director, Elementary Curriculum
South Bend, Indiana

Testing is an important aid in successful teaching. It is safe to go a step further and say that testing is essential to good teaching. The progress in any class, in any subject is slow, uneven and unpredictable. Sometimes children have trouble mastering what the teacher thinks is easy, and learn readily what he thinks is difficult.

The successful teacher wants to know what is going on in his class: who is learning, who is failing to learn and what specific items are giving difficulty. More than this, he wants to know what is going on so he can bolster up each individual weakness and keep all members of the class working at full efficiency all the time. In education no weakness such as failure to use phonics, inability to divide, subtract or multiply should be permitted to develop to the place where it impedes the progress of the child. Rather it should be detected and remedied as soon as it appears.

Last year we had a few examples of the value of testing and remedial work. Now note, there is no use to go to the trouble to test unless you analyze the results, find the difficulties and get busy correcting them right away.

This is our most striking case. A 9B math class was behind in its work. The standarized tests showed that no student was even at the 8th grade level, and that 16 of the 21 members scored less than the 6th grade. The top score was 7.8 and the class median was 5.6.

The I. Q's were distributed as follows: 120, 1; 93 to 116, 13; 83 to 89, 4; 78 to 80, 2; 61, 1.

The principal and the counselor decided to see what they could do to correct the situation. The teacher was sure the matter could not be remedied—an attitude that is hardly conducive to high achievement.

This was the plan: (1) the principal taught three consecutive demonstration lessons, instructing the teacher to take notes and follow the idea implicitly (12) interspersed throughout the semester the principal taught eight other demonstration lessons; (3) the principal made tests every two weeks which the teacher gave to the group, graded and returned to the principal; (4) the counselor gave three standardized tests; (5) the counselor created interest and enthusiasm by discussing the results of all the tests with each member of the class and by making graphs to show strong points and weak points; (6) the teacher taught according to the plan demonstrated.

This plan involved three objectives: to secure mastery; to maintain mastery; to reason in terms of mathematics. This meant going back to the second grade work, and coming gradually down to the 9th grade with plenty of motivation. life, snap and purpose.

Now what were the results at the end of one semester? (1) the entire class gained 1.1 years; (2) the top 14 of the class—I. Q. 93 to 120—gained 1.9 years; (3) the lower part of the class— I. Q. from 61 to 89— gained .4 of a year. This lacks only .1 of being normal growth.

As some one has said, to teach successfully it is necessary to teach, test and teach again. But remember this: repeating those words does no good. Actual achievement is gained only through use of a good plan, skilled presentation, hard work and plenty of review.

EDUCATION IN HUNGARY AND HERE

(A Letter)

EDITOR'S NOTE.—The Journal is indebted to Mr. Samuel Gilburt of Brooklyn, New Yark, for permission to publish the following letter from a Hungarian teacher who recently visited this country, studying American education as exemplified in Mr. Gilburt's lectures and demonstrations. It has seemed advisable not to risk embarrassment to the teacher that might result from using his name. We think many an American teacher will be heartened by this foreign observer's tribute to the spirit and methods he found operative here. Even more significant is his statement as to what it was that made the peoples of Central Europe so easy a prey to Naziism. Are we wholly free from that danger here?

DEAR MR. GILBURT,

As the school year closes, I feel it proper to thank you for the invaluable assistance you have extended to me. Your course has been a great help to me in my mission of observing democratic education in practice. As I try to picture the peaceful world we might have had, if our generation, in Hungary and elsewhere, had received this type of instruction, I cannot help but feel infinite regret.

Education in our day was limited to the knowledge necessary to get along and to make a living. Its main purpose was to develop blind obedience, unquestioning respect for superiors into whose hands we surrendered our fate. Thus, with a few exceptions, we became working machines with little ability to think independently, following the instructions of the few who knew how to use us to achieve their own ends. The tragedy of Europe and the recent history of the German people amply prove my statement.

Let us turn the page and see what your American boys are like. Through student organizations, they are actively acquainted with the principles of democracy and become aware of their responsibilities. Your progressive activity methods give the boys self-reliance and assurance. The knowledge gained from individual research projects is lasting, because the students themselves have worked it out instead of receiving it ready-made, as in the old schools. Through committee work, your boys come to recognize the necessity of cooperating with their school fellows—and perhaps later on in a wider scope with other peoples. I could also mention the value of current events and forum discussions, if time permitted.

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through having his own opinions, his own ability to discriminate between right and wrong. He will not be likely to be influenced by the opinions of others to the extent that we were. Since he has the fortitude to debate even with his teachers, he will be less indulgent later to possible wrongdoing on the part of his superiors.

Before concluding, I wish to add that I have committed myself to this purpose: to teach a new generation in Hungary to live in a democratic way.

Very sincerely yours,

(Name withheld)

MR. WHOOFLE'S DISCARDED BOOKS

IVAH GREEN
Supervisor of Rural Education
Des Moines, Iowa

ON a broken-down chair leaning against a workbench, County Superintendent Whoofle sat brooding in his garage, a malodorous pipe clenched between his teeth. On top of the workbench, under the workbench, and covering floor and walls in straggling heaps lay hundreds and hundreds of books. Discards they were from his fifty rural schools. Mr. Whoofle had come out here to be alone and, if lucky, come at some formula for an up-to-now unsolvable problem. It was late evening in fall, Mrs. Whoofle was away for a weekend trip in the family car, and all the neighbors up and down the block were out at the fair grounds. Outside Mr. Whoofle all was peace and quiet. Inside him was anything but. He was alone with his books and his misery.

A shower of sparks now and then from his pipe fell unnoticed onto his shirtfront as he ruminated about the situations he had got in and out of in the past few months, —ever since he had launched his library-improvement program. He had meant so well. He had had such high hopes from the first moment the idea had hit him at the conference. Sitting in on a round table discussion about book selection, listening to impassioned exhortations of wild-eyed bookladies, his imagination stirred by seeing, magnified on a screen, a series of shameful "befores" and incredibly transformed "afters"—evidences of some one else's realized library improvement schemes. —all these had been the first steps to what might conceivably be his undoing.

Mr. Whoofle had caught fire from the dynamos about him at that time, and he had gone back to the job with a Mighty Resolve. What other schools could do his could do,—and should. And one thought had persistently hammered away at his subconscious ever since, "Discard! Discard!" That would be the opening gun in his campaign for if not bigger, then at least better school libraries. His slogan? "Discard till it hurts!"

And it had hurt some of his teachers to discard books that had stood on their deep shelves behind glass or steel doors for long years, unmolested. Books without covers and with pages falling apart were delivered up without undue emotion. Some with the finest of print on the yellowest of pages stood as neat as they had come from the press fifty years before. (And why not? The books had only been looked into once and closed again.) Taken from the shelves reluctantly because, "They're not worn a *bit*, it's almost a sacrilege to discard them," they were relegated reluctantly to the waiting boxes. There had been some feeble remonstrances, too, for some of Mr. Woofle's teachers about "What will the school board say if we discard all these books? Our cupboards will be empty!"

But Mr. Whoofle had been adamant. All dirty, worn-out, never-read books must go. And he had provided boxes for their going. At long last his command to "Scale the cupboards! Clear the shelves" had produced boxes full of discards, and empty shelves waiting to be filled. The next campaign,—restocking those shelves,—would be but a minor and a pleasant skirmish.

Or so thought Mr. Whoofle. But many a crusader has found snags appearing to impede his progress, and Mr. Whoofle was not to be spared his. On his second round of visits to his rural schools the boxes of discarded books still sat in the cloakroom, or behind the teacher's desk, or on the outside step, gathering dust and probably invectives. To his query "How come they're not burned?" the replies gave him his first body blow, "We can't burn books in oil burners." (Mr. Whoofle, like Jonathan Bing, "had forgotten" the oil burners.) With intrepid resignation Mr. Whoofle and teachers and mayhap a big boy or two transferred the boxes of books to Mr. Whoofle's car, and after a half dozen such loadings the car, sagging to its springs, had rumbled home to Mr. Whoofle's garage, there to be emptied of its load. It had taken a good many days,, he recalled, before all the boxes of discarded books had been brought to his garage. Fortunately, he reasoned, the weather was mild, the boat was

gone, and the car could stand outside for a few weeks.

Mr. Whoofle's pipe nearly died out now as he retraced in his memory all the tribulations that had dogged him in the months that followed as he planned one campaign after another in his determination to get rid of the discards he had unwillingly fallen heir to. His own oil burner could not be the answer. His request that his neighbors take over the burning of the books met with chill response. and anyway, Mr. Whoofle did not like the idea of reboxing all those books and paying delivery man for such purpose. He had tried burning the books, a few at a time, in the wire trash container in the backyard, but it was a slow, painful job. The books wouldn't burn unless he stood over them with a stick, and stirred and poked them. And Mr. Whoofle had had no time to carry books, to say nothing of stirring and poking.

He had next tried the river. It was a good ten miles away but it was his last resource. So after

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supper one night he had piled his car full of the detestable books, and had driven to the river. There, after waiting until most of the traffic had ceased, he stood on the bridge at midnight and heaved the books into the water. The splash they made soothed him, and the way the moonlight flickered on those open pages as they swirled downstream was balm to his aching back.

But after only two trips Nemesis had overtaken him. A telephone call from Miss Buncome of District Five informed Mr Whoofle that her boys, in wading near the shore where there was lodged a large accumulation of branches and other debris, had found "a lot of books, some of them with our district number inside the cover—and the parents and school board don't like it a bit that Someone is throwing perfectly good books in the river."

Next he had tried the town dump. He recalled his furtive piling of Old Trusty full of books, the sight of which now had begun to gag him, and his stealthy throwing of them into the densest brush heap he could find at the dump. Here was certainly the solution. But, on his second trip for this same unorthodox purpose, the junk tender had accosted him, with a couple of books under his arm. "I guess it's none of my business, Mr. Whoofle,' he had said apologetically, "but I noticed you throwed some books over there in the bresh and since it's my job to sort things out for burning I looked over some of these here books. They're as good as new, some of them, and while I don't read anything but the funnies myself, I know many folks, and I've heerd talk about the taxes being so high and a lot of stuff going to waste. I wondered what the taxpayers would say to all these good books laying out here. So I boxed 'em up, thinking you might want to take 'em away before the news got around.

Mr. Whoofle with bitterness in his heart had returned to his garage with his original load and the night's extra windfall, and had fallen into bed to fight "bresh fire" all night in his dreams. Desperately he cogitated now.

If only Iowa, he moaned to himself, were in the earthquake zone! He'd pile all the books out in the yard and just await a kindly act of God to send a quake that would split his back yard wide open and swallow every discard.

Mr. Whoofle recalled his nights of bookfilled nightmares which were leaving him ghastly looking and trigger-tempered. Wild schemes and vague hopes had alternated through his tired brain during his days already harassed with transportation, certification, and reorganization problems. He had reached the end of his rope. Those pesky books would drive him distracted.

Frenziedly he leaped from his chair, tearing at the ugly piles of books about him, ripping covers off, and tearing pages apart. Sending them all flying into the air, he flailed with his arms and kicked at the dread things. Then just as suddenly he stopped, and dropped onto a heap of cluttered and torn books, closing his eyes in exhaustion and dejection. His pipe lay forgotten beside him. A spark or two fell on the torn pages. The nightmare came on with a familiar whinny.

* * * * * *

When Mrs. Whoofle received the telegram announcing that the fire had been noticed too late to save either Mr. Whoofle or the garage it was a shock to her naturally. Her first thought on being reminded of the garage was of the car,—also naturally. Her relief at the car's safeness was overlapped by the sweet knowledge that all the books, too, had burned. The hateful things, she thought, at last they're out of the way. Then she remembered how they had made poor Mr. Whoofle's life miserable for months. That wouldn't happen again. "After all," she said, simply, "there's more than one way to skin a cat."

OCTOBER 5-11 is Fire Prevention Week—an opportune time for your pupils to help stop heavy loss of life and property suffered each year in the U. S. through fire.

A MODERN ABACUS is one of the manipulative devices in the series, NUMBER AS THE CHILD SEES IT. These devices are for supplementary use with any series of arithmetic textbooks.

GOVERNMENT owned: one acre out of every five in the nation. Partial breakdown shows that Federal ownership includes 87% of Nevada; 82% of Arizona; 72% of Utah; 67% of Idaho; and 46% of California.

ARCTIC regions are making good use of the airplane. They have 47 airports and landing fields. You can learn many airage facts as interesting as this one from the new fourth grade geography, NEIGHBORS AROUND THE WORLD.

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GIGANTIC presses in five major cities are running two shifts to bring you THE WINSTON DICTIONARY, Copyright 1947, in editions for all school needs.

POSTAGE Increase Bill is dormant *now;* but it behooves teachers to be ever alert. Additional postage on books would be staggering, were the bill to become a law.

ROLL call—Beard, Brooke, Browning, Byron, Dana, Day, deMaupassant, Dickens, Dumas, Hall, Holmes, Hugo, etc., etc.—all are "present" in TREASURES, ninth grade book of ADVENTURES IN READING Series.

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The News Digest

OF EDUCATION IN ACTION

This Road to Learning Much too Rough

WILKES-BARRE, PA. — Sixty Hanover township school pupils are on an indefinite vacation, thanks to a road their bus driver says is too rough to travel.

The bus driver, Andrew Witniski, refused to risk the children's safety in driving over the road in adjoining Warrior Run borough.

Councilman William Barteleson says Warrior Run borough has no money to repair the highway this year.

Frank Finnegan, Hanover school superintendent, says classes will remain suspended until the road is fixed.

Broadcasters Cooperate With Radio Courses

WASHINGTON.—The National Association of Broadcasters has moved to set up standards in radio on the high school and college level. A newly formed Educational Standards Committee is working on methods of accrediting such courses and is seeking to establish constant liaison between educational institutions and the radio industry.

The NAB committee stressed needs of broadcasters for qualified personnel and urged uniform standards to measure radio curricula now available to students and ex-GI's. The Committee also urged a program of in-service training for persons already at work in radio to improve present performance.

E. H. Miner Given Education Post

WASHINGTON, D. C. — Edwin H. Miner of Fairfield, Vt., superintendent of schools in Wellesley from 1936 to 1942, has been appointed associate commissioner of education, it was announced recently by Dr. John W. Studebaker, U. S. commissioner of education.

Dr. Studebaker said Miner "has come to the U. S. Office of Education after a distinguished record of service in the U. S. Army education program.

U.S. Teacher Shortage Eased, Not Ended

Higher salaries and in some cases lower qualifications for instructors will save most communities from severe teacher shortages this fall.

A recent survey showed that the dearth of teaching personnel which plagued the nation's schools during the war and immediately after has eased materially, despite the fact that school enrollment is booming.

The greatest improvement has been in high schools. Grade school teachers still are scarce in many areas. Many of the shortages are in rural areas, where salaries are low and working conditions inferior.

Cleveland has a teacher surplus in its secondary and high schools but a shortage of teachers for kindergarten and the first three grades. The city board of education averted an under supply in the upper grades by starting a campaign to urge all those with teaching certificates to take special courses and re-qualify for positions.

Massachusetts has no shortage in its high schools because most communities have increased, or planned to increase, salaries. There is a slight deficit in the grade schools, where the pay is lower.

Teachers are lacking in the rural areas of Missouri, because trained men and women are attracted by the higher wages offered in the city schools. The state has eased the situation somewhat by a 10 to 15 per cent salary increase and by granting emergency teaching certificates to those who have not completed all the educational requirements for permanent certificates.

Colorado still has about 300 vacancies in its schools and most of these are in rural areas. The state school board is considering issuing emergency certificates as it did during the war years.

Maine was short more than 500 teachers when its schools reopened, according to a State Department survey.

In New Jersey, Commissioner John H. Bosshart also estimated that 500 additional teachers were needed to meet increased enrollments.

In Washington, D. C., many men and women who quit teaching for government jobs returned to the schools after the termination of federal agencies for which they worked.

New York City's teacher appointment lists have kept pace with the increasing enrollment in the schools. The city has more men teachers and more married women teachers than ever before. In up-state New York there is a lack, but the state is looking to the large numbers of veterans now taking teacher training.

Salaries for Illinois school teachers were 53 per cent higher last year than in 1940. As a result, the state has enough teachers despite increasing enrollments, state education department officials said.

Wisconsin has its high school teacher problem "almost licked" thanks to increasing numbers of normal school graduates. But it expects to issue at least 3,500 emergency permits for grade school teachers this term.

Higher salaries and many war returnees helped prevent a threatened under-supply in Pennsylvania. There still is a scarcity of grade school teachers, and several thousand men and women without college training are teaching on emergency certificates.

In Texas the teacher supply is adequate and standards are being raised rather than lowered. The temporary teaching certificates issued during the war no longer are good.

School enrollment in Detroit has been declining steadily in the last 10 years and the city never has had a

Wants Higher Math Introduced Earlier

NEW HAVEN, CONN.—"The possibilities of teaching quite advanced mathematics to young children have scarcely begun to be explored," according to Dr. Harold Hotelling, chairman of a five-man committee on teaching mathematics. "Children of kindergarten age are fascinated and thrilled by the wonders of topology," Dr. Hotelling said in his report to the members of the American Mathematical Society.

"Groups and number theory can be tremendous sensations in the fifth grade," he commented, remarking that all these subjects ordinarily were reserved for graduate students in mathematics.

"What is lacking," he said, "is teachers who know mathematics and its applications and who possess enough freedom to teach what they know instead of the long, dull and relatively useless drill on problems of wallpaper hanging and the like.

"These problems turn on mere conventions which are quickly forgotten and they are painful, repetitious work which makes children resolve to quit mathematics as soon as possible."

The University of North Carolina professor termed the delay in learning imposed by the elementary curricula "cruel," because weakness of mathematics in present courses of instruction make many difficulties in later work or study.

"If calculus could be pushed down into the high schools and assumed as a prerequisite for college courses in physics, economics, mathematics, statistics and other subjects," he said, "the efficiency of instruction in all these departments could be increased."

A drastic change in teaching mathematics, to make the study of statistics part of a liberal education in the nation's elementary schools and colleges, was urged as a result of the committee's two and-a-half year study.

Stressing the increasing importance of statistical analysis in scientific research, in executive ability, in administration and in the conduct of daily living, Professor Hotelling said that "the theory of probability as portrayed in the statistical method is an indispensable part of a liberal education."

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teacher shortage except in such fields as manual training and science. Returning veterans have gone into those fields, and that shortage is now easing.

Although Nebraska teachers have one of the lowest salary scales in the nation, there is no shortage there because enrollment is following a downward trend begun 20 years ago.

Chinese Students Have Tough Time

NEW YORK, NEW YORK.—Students in China's 13 Christian Colleges are so eager for a higher education that many are subsisting on one meal a day, studying in unheated and makeshift classrooms, and sleeping on the floors of unfurnished dormitories.

According to the Associated Board for Christian Colleges here, the student menu at Yenching University in Peiping consisted mainly of corn bread and cabbage. With this semi-starvation diet, malnutrition is prevalent.

Fuel and water are also major problems. In one faculty house at Ginling College in Nanking, two buckets of hot water must be shared each night by 18 teachers.

Studying under such conditions is difficult, but according to the Board, the morale of Chinese students remains high.

New Britain Teachers Win Pay Rise

NEW BRITAIN, CONN.—This city's school teachers, whose refusal to enter classrooms September 3 have sent 8,500 pupils home, and the Board of Education agreed to a new salary scale under which the teachers' average reimbursement will be $904 over what they received last year.

The teachers, members of Local 871, American Federation of Teachers, approved a scale of salaries under which teachers without degrees will get up to $3,000, those with bachelor degrees will get up to $4,000, and those with master degrees will get up to $4,200. Maximums are reached after fifteen years' service.

State educational-aid funds will be used to meet the increase in pay. The accepted scale is $300 to $400 lower than that demanded by the teachers.

Social Studies Merged In Albany Plan

ALBANY, N. Y.—A coordinated social studies program combining geography, history and civics has been recommended for use in elementary schools by the Division of Elementary Education of the New York State Education Department.

The division's recommendation is based upon "practical experience in many classrooms and upon the best available research," it was said.

The division statement disclosed that an estimated 60 to 70 per cent of the elementary schools of the state are now using a coordinated program in the social studies while "fewer than 20 per cent are still pursuing the social studies as two or three separate subjects."

Certain definite patterns have emerged as the new program has become further established in the schools.

The third and fourth grades study the local community as an expansion of their earliest focus upon neighborhood activities. In their work on other countries they study not the Netherlands in general, for example, but some special community there.

In the fifth and sixth grades the emphasis is upon regional studies. These units deal with man's current and past activities in the various geographical regions of the United States and in various areas of countries from which the people of the United States come.

Pupil Strike Traced To Hate-Spreader

GARY, IND.—Joel Eddy, a middle-aged store operator, accused of encouraging the mass truancy of Emerson School students here, was arrested on charges of acting to violate Indiana's new anti-hate law.

Police Chief Millard Matodina said Eddy was taken into custody when the students walked out in protest against admission of Negro students to their school.

Police officials said they believed it was the first arrest under the law passed by the 1947 General Assembly making it a felony "to disseminate malicious hatred by reason of race.

color or religion."

About 85 per cent of Emerson's 750 high-school students and two-thirds of the 1,000 lower-grade pupils had been out of classes since the board set up a city-wide intercultural policy in the schools here. The move permitted thirty-eight Negro children under the seventh grade to enroll at Emerson.

Illinois Normal Sees More Teacher Candidates

Evidence of increasing interest in teaching as a career is reported at Illinois State Normal University, where a record-breaking freshman class has reported.

The new class has 810 students taking the four-year program of teacher education, compared with the 746 freshmen who entered the institution for the fall semester in 1946. Increases in the enrollment are slowed, however, because of a shortage of living accommodations.

Particularly gratifying to Illinois educators is the increased interest in elementary school teaching.

One hundred twenty new students have been admitted into elementary education compared with fifty-five a year ago. To officials of Illinois State Normal it appears that the shortage of elementary teachers is beginning to attract students who had been preparing for fields other than teaching.

Few Schools Report Good Neighbor Program

NEW YORK.—While more and more work by individuals and organizations is being done in the field of intercultural relations, the public schools in general maintain an attitude of official ignorance that the subject exists, according to a survey just completed by the Bureau of Intercultural Education.

The survey was undertaken because of a growing number of queries from superintendents of schools, who ask the bureau for samples of intercultural policies as used in other school systems, Victor E. Pitkin, director of analysis and research said.

The questionnaire, Mr. Pitkin said, was sent to 493 school systems, and 234 answers have been received. Of the 234 who replied, only 29 school systems have issued statements on intercultural education within the schools, he said.

Each of the policies of the 29 cities was developed to meet a particular need. They contained three major areas of emphasis: first, no discrimination toward school personnel, in hiring, assignment or promotion, and children attending the school in the district in which they live, rather than segregated by race, religion or nationality; second, education fostering democratic ideals, promoting good will and recognizing the importance of individual dignity and worth and the right to be different; third, programs including committees to survey and make recommendations on curricula, extra-curricular activities and school-community relations.

Britain to Subsidize Teachers Coming Here

LONDON,—The British government will make a grant of £100 (about $400) to each of 130 British teachers who will exchange jobs this year with American counterparts. The grant follows complaints that British teachers cannot manage on their pay in the United States.

George Tomlinson, minister of education, making a statement in the House of Commons said that in the future he would seek to arrange that any teacher who accepted an interchange post knew what obligations were being incurred financially.

National Teacher Exams Available to Schools

NEW YORK. — Arrangements are now being made by the American Council on Education for the establishment of examining centers for the ninth annual administration of its National Teachers Examinations. The examining centers are conducted in cooperation with school systems and teacher education institutions.

The American Council welcomes the use of its exams by any school system or college, provided assurance is given that the results will be used in combination with other significant information concerning the prospective teacher.

Arrangements for the establishment of centers should be made by superintendents of schools and college officials before November 1, 1947. Address David G. Ryans, Associate Director, National Committee on Teacher Examinations, American Council on Education, 15 Amsterdam Avenue, New York 23, New York.

Parlez-Vous Method Scores at Andover

ANDOVER, MASS.—Rounding out a three-year trial period, the French language program at Phillips Academy in Andover "has demonstrated conclusively" that students taught entirely in French have a better grasp on all phases of the language than those taught by the conventional bi-lingual method.

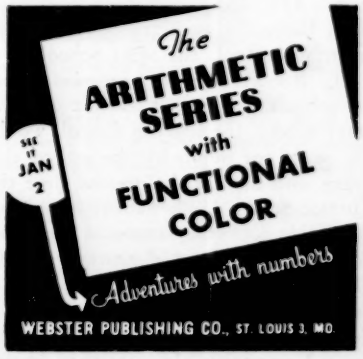
Officials at the academy have found that while students in the all-French courses do not make as rapid progress in grammar study in the first year as those in a conventionally taught class, the former group's grammar achievement is on the same level by the second year, and at the end of the third year it is superior. Students in the new course, at the end of the third year, achieved markedly higher scores on college entrance examinations, it was said.

Badger State Wants More Junior Colleges

MADISON, WISC. — Junior Colleges are essential in Wisconsin in areas not now served by institutions of college level. This is the conclusion reached by a University of Wisconsin educational committee which has just published a study of "Junior College Needs in Wisconsin."

The committee also stated that a need exists for placing higher education in Wisconsin on a more broadly uniform base.

The most immediate concern of Wisconsin educators, however, is meeting the demand for a variety of educational opportunities beyond high school—a demand that could be satisfied by a junior college system and a program of vocational and professional training.



Textbook House Offers Teaching Films

NEW YORK.—McGraw-Hill Text-Films, a new type of teaching aids for colleges and high schools were publicly demonstrated recently to a group of newspaper and magazine representatives. The films shown provide a series of both sound motion pictures and filmstrips designed for correlation with a specific textbook.

The McGraw-Hill Book Company, sponsors of the program, spent two years in developing the first four series of these films, totalling 24 motion pictures and 22 filmstrips. Subjects of these four series are: Teacher Education, Engineering Drawing, Health and Hygiene—all for college level—and Mechanical Drawing for high schools.

Geographic Bulletins Again Available

WASHINGTON, D. C. — The National Geographic Society announces that publication of the Geographic School Bulletins has been resumed for the 1947-1948 school year. Each of the 30 weekly issues will contain five articles and seven illustrations or maps. A twenty-five cent subscription fee is charged to cover mailing and handling, other costs being borne by the Society's educational fund. For further information to the National Geograpic Society, Washington 6, D. C.

Schools Mushroom At Atom Center

LOS ALAMOS, N. M. — Five years ago the Atomic Energy Commission's center here reluctantly boasted of a one-room log cabin and of one-armed chairs in which the children sat to "learn the three R's." The picture has changed. The attendance for this term totals 813. More important is the fact that the youngsters are in a new elementary school, the Mesa School.

F. Robert Wegner, superintendent of schools, stated that another elementary school, the Canyon School, would be ready for pupils by the end of this year, and that at the present time the Junior-Senior High School had made available dormitory rooms in the event of any overflow of elementary pupils. By the end of this year, Mr. Wegner said, the three schools, embracing the town's educational system, would be in full operation. He said that present plans called for the construction of a new high school within two years, and ultimately for the construction of a junior college.

Race Study at U. of Chicago

CHICAGO, ILLINOIS. — A five-year program of education, training, and research in race relations has been inaugurated at the University of Chicago. The study, financed by the Carnegie Corporation and the Rockefeller Foundation, will be under the direction of Louis Wirth, professor of sociology and authority on race relations, and a faculty committee of six.

The fundamental objectives of the committee are: 1. To develop and test significant theories concerning race relations. 2. To infuse authentic knowledge concerning minority problems into the curricula of general and adult education, and to develop effective methods of instruction. 3. To provide advanced professional training for leaders in the field. 4. To establish an institutional framework of cooperative training and research with other universities and research agencies throughout the country. 5. To institute pilot programs to test newly discovered knowledge and techniques in intergroup relations and to develop scientific procedures for evaluating existing programs.

Grins Between Grinds

NOT EXACTLY

The six-year-old came home from school to tell the events of her school-day world. Among other things she breathlessly related that she had a long conversation with her teacher. "Just what did you say?" asked the mother. The little lady proudly announced: "I said 'uh-huh' twice."

FRANKLY

The girls at a restaurant table were discussing a shattered romance. "It's all a mystery to me," sighed the heroine of the story. "All I know is that one afternoon at the office I got to thinking about him, so I wrote him a long letter, saying just what I thought about stuff and things, and I never heard from him again."

Disgustedly, her girl friend told her: "So you had to go and open your big typewriter!"

ONE YOUNGER

A four-year-old had just attended the birthday party of a neighbor's six-year-old daughter. "I suppose," said the boy's father, "that you were the youngest there." Replied the boy: "No, I wasn't, Daddy. There was another gentleman there who came in a baby carriage."

IMMIGRANTS ALL

Snob: "My ancestors came over on the Mayflower."

Snubbed: "Good thing they did, wasn't it? The immigration laws are so much stricter now!"

PRE-ELECTION THOUGHT

Two professors were talking over the student nominations for class offices. "What do you think of the two candidates?" one asked.

"Well, the more I think of it, the more pleased I am that only one of them can be elected."

SOMEBODY DID IT

The woman autoist was posing for her picture in front of the fallen pillars of an ancient Greek temple.

"Don't get the car in the scene," she warned the photographer, "or my husband will be sure to think that I ran into this place."

QUAKER COUNTING

Seth and Hannah were Quakers. They had been "keeping company" for several months when Seth asked, "Hannah, dost thou love me?"

And Hannah replied: "Why, Seth, thee knows we are commanded to love one another."

"Yes, Hannah, but dost thou feel what the world calls love?"

And Hannah answered: "I hardly know what to tell thee, Seth. I have tried to bestow my love upon all, but I have sometimes thought that perhaps thou wast getting more than thy share."

SOAP IN THE EYES

Someone asked a three-year-old miss, "Where is your brother?"

"He is up'tairs shamping his poo," was the clarifying reply.

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